



# 2004-2005 William F. Goodling Even Start Family Literacy Grants

Michigan Department of Education  
Early Childhood and Parenting Programs  
Reneé De Mars-Johnson, Coordinator


Cheryl Hall, Consultant

Maria Kingsley, Consultant

Judy Levine, Consultant




# Why are we here?

- To understand Even Start as a family-centered education program which involves parents and children
  - To highlight the importance of coordination and collaboration in Even Start projects
  - To review the steps in developing an Even Start grant proposal
  - To discuss the competitive timeline
- 




# Michigan Even Start— Quick Facts

- For 2004-2005, the competitive round of applications will be due Monday, March 22, 2004
  - Federal allocation to Michigan at \$7,127,000 in 2004; expect level funding pending passage of federal appropriation bill
  - \$6,850,000 needed for current grants
  - Approximately \$500,000 available for competitive grants
  - Funding is sufficient to award between 2 & 7 grants depending on amount(s) requested
- 





# Purpose

- Help break the cycle of poverty and illiteracy by improving the educational opportunities of the nation's low income families by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program, to be referred to as "Even Start".
- 




# **Family Literacy Definition Appears in**

- Adult Education and Family Literacy Act (Work Force Investment Act)
  - Head Start Act of 1998
  - 9101(20) of the Elementary and Secondary Education Act of 1965 (ESEA)
    - (No Child Left Behind Act of 2001)
  - Community Services Block Grant Act
- 




Family literacy: services provided to participants on a **voluntary** basis that are of sufficient **intensity** in terms of hours, and of sufficient **duration** to make **sustainable changes** in a family, and that **integrate** all of the following activities:






# Components


- Interactive literacy activities between parents and their children.
  - Training for parents regarding how to be the primary teacher of their children and full partners in the education of their children.
  - Parent literacy training that leads to economic self-sufficiency.
  - Age-appropriate education to prepare children for success in school and life experience.
- 



# Even Start


- Interactive Family Literacy Activities (formerly PACT)
  - Parenting Education
  - Adult Literacy, Secondary Education, GED Preparation and ESL
  - Developmentally Appropriate Early Childhood Education
  - Home Visits
- 






“Family Literacy is not merely adding education or academic components together, but is the creation of a totally integrated system of instruction that ensures transfer to the home.”


Policy Makers Guide to Family Literacy, National Center for Family Literacy, 1994, p 39.






# Requirements from Statute

- Sec 1231 The program shall
    - (1) Be implemented through cooperative projects that build on high-quality existing community resources to **create a new range of services**;
    - (2) Promote the academic **achievement** of children and adults;
    - (3) Assist children and adults from low-income families to achieve to challenging State **content standards** and challenging State student **achievement standards**; and
    - (4) Use instructional programs based on **scientifically based reading research and addressing the prevention of reading difficulties for children and adults, to the extent such research is available...**
- 




# Scientifically Based Reading Research (SBRR)

- The application of rigorous, systematic, and objective procedures to obtain valid knowledge relevant to reading development, reading instruction and reading difficulties.
- 




# Scientifically Based Reading Research

- The research must
    - Employ systematic, empirical methods that draw on observation or experiment;
    - Involve rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- 



# Scientifically Based Reading Research

- The research must
    - Rely on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and
    - Have been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparable rigorous, objective, and scientific review.
- 

# Building on Existing Resources

- District, consortium and ISD resources
- Large-scale community resources
- Small-scale community resources



# Promoting Academic Achievement

- Integrate this effort with national and state initiatives
- Activities have academic success as focus



# Michigan & Standards


- Michigan Curriculum Framework
- Early Childhood Standards of Quality








# Eligible Applicants

- A partnership between:
    - a local educational agency applying in collaboration **WITH**
    - a non-profit community-based organization,
    - public agency,
    - institution of higher education, or
    - other non-profit organization.
- 




# Eligible Applicants

- A partnership between:
    - A community-based organization or other non-profit organization of demonstrated quality applying in collaboration with
    - A local educational agency
  - After eight years, a “new eligible entity” may be created, page 2 of instructions
    - New partnership with different fiduciary
    - Change in primary collaborative partners
    - New target population/service area or
    - Significant change in implementation model
- 



# Potential LEA partners

- Colleges, universities, technical schools
  - Head Start, Early Head Start
  - *Early On*®
  - Child care or preschool programs
  - Literacy Councils
  - Volunteer or Service groups
  - Churches, Temples, Mosques
  - Local, County and State government agencies
  - Community-based nonprofit agencies
  - Private schools
  - Private business
  - Foundations, Civic organizations
- 

# Building the Even Start Project






# Building the Even Start Project

- Identification and recruitment of families most in need



- Screening and preparation of parents, including teenage parents and children
- 



# Building the Even Start Project


- Accommodation to participant's work schedule and other responsibilities



- High-quality, intensive instructional programs for all participants
- 




# Building the Even Start Project-Highly Qualified Staff

- Project staff whose salaries are paid partially or totally with Federal Even Start funds
  - All **new instructional staff hired** after the enactment of the law (12/21/00) must meet the qualifications
- 




# Instructional staff

- Staff **must** have obtained an associate's, bachelor's, or graduate degree in a field related to
    - Early childhood education
    - Elementary or secondary school education
    - Adult education
  - **AND**
- 





# Instructional staff

- Meet state qualifications for early childhood education, elementary or secondary school education, or adult education provided as part of an Even Start program or another family literacy program.
- 

# Administrator

- Must receive training in the operation of a family literacy program



# Paraprofessional Staff

- Must have a high school diploma or its recognized equivalent (if providing support for instruction).





# Building the Even Start Project

- Special staff training



- Integrated instructional home-based programs
- 



# Building the Even Start Project

- Operate on year round basis



- Coordinate with other programs





# Building the Even Start Project

- Use SBRR for programs



- Attendance and longevity
- 



# Building the Even Start Project

## ● SBRR for Readiness



## ● Continuity





# Building the Even Start Project

- Serve families most in need



- Provide independent evaluation of program
- 



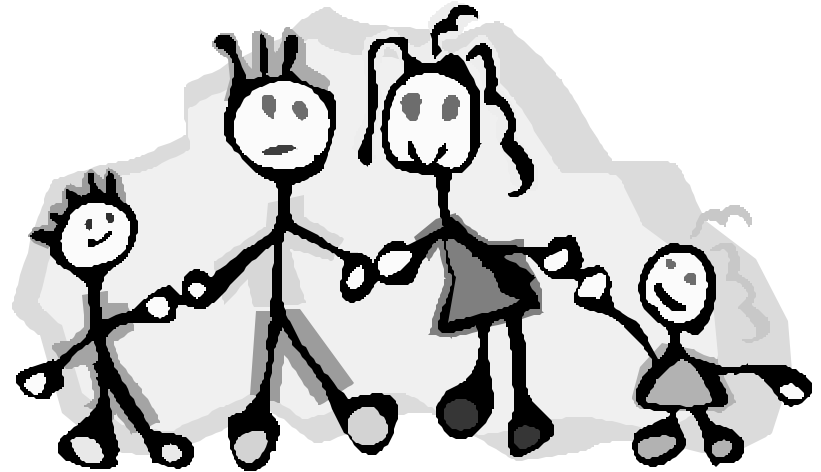
# Eligible adult participants

- eligible for adult education and literacy activities
- are within the compulsory school attendance age range, but LEA must pay for the basic education piece



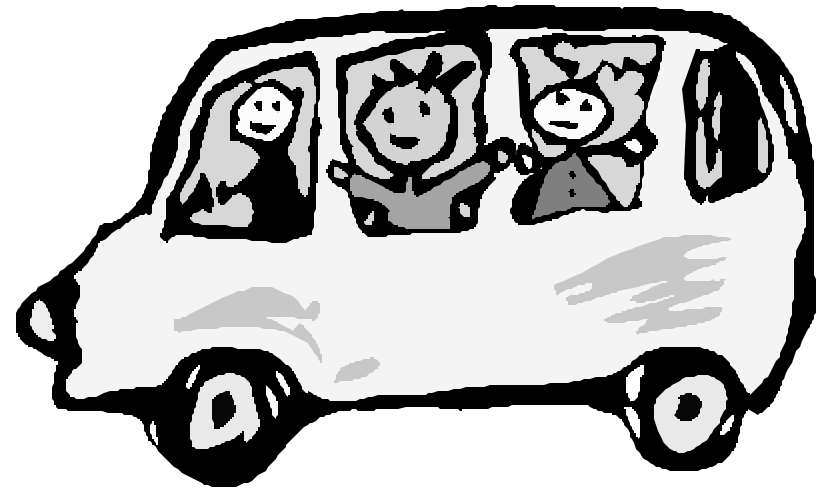
# Eligible child participants

- the child or children of the adult participants
- from birth through age seven\*
- pregnant women can not be enrolled, can be transitioned



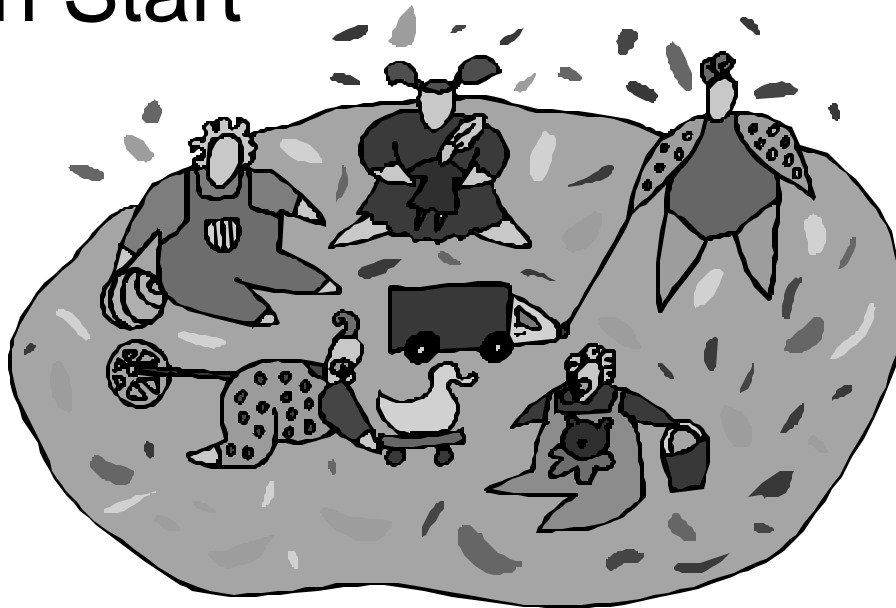
# Expanded eligibility

- Families with eight year olds and older can be served if Title I, Part A pays for the child participation expenses
- Focus must remain on families with young children



# Other participants

- Family members of eligible participants may participate in activities and services when appropriate to serve the purpose of Even Start

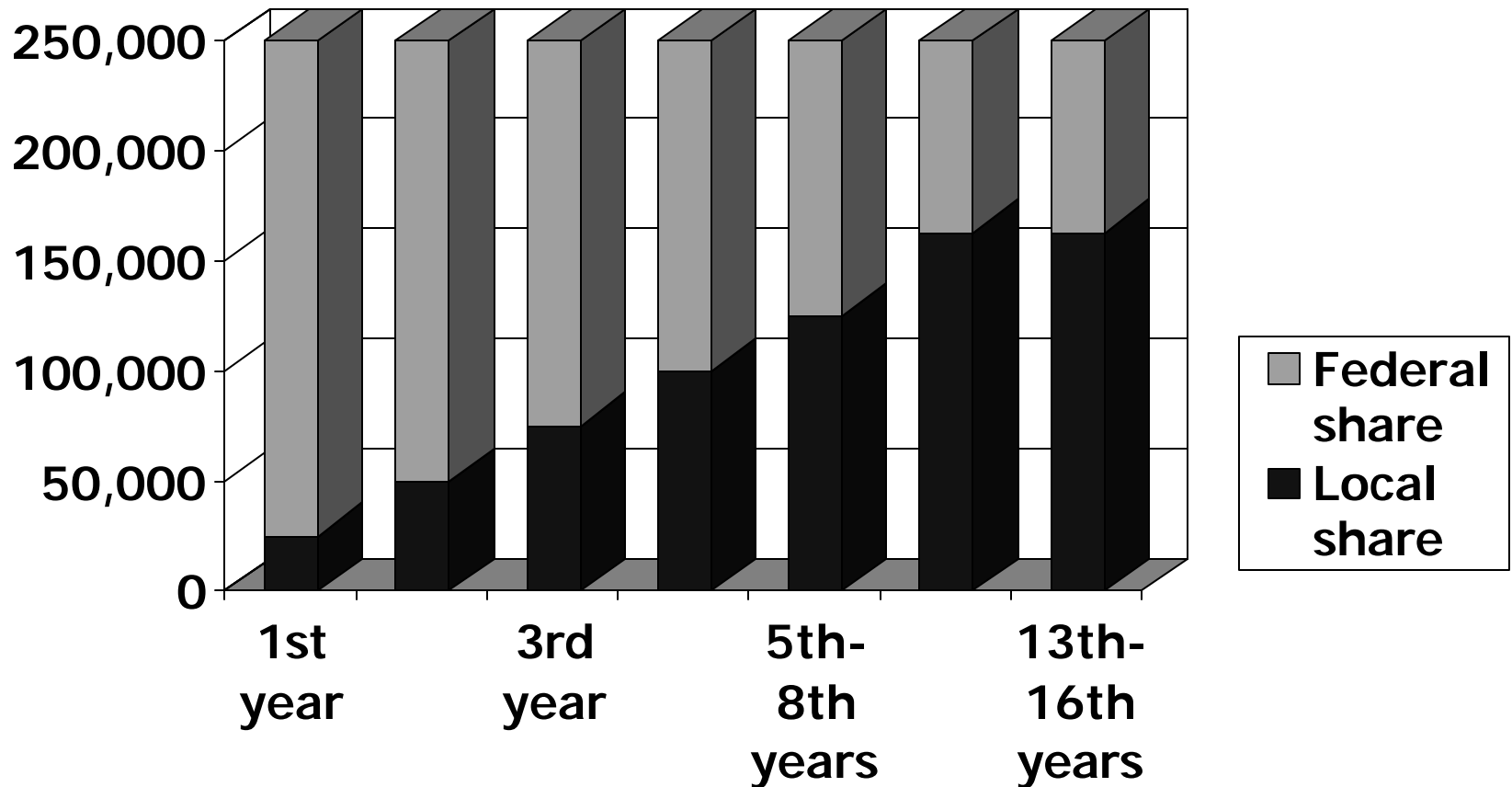


# Applying for Even Start Funds

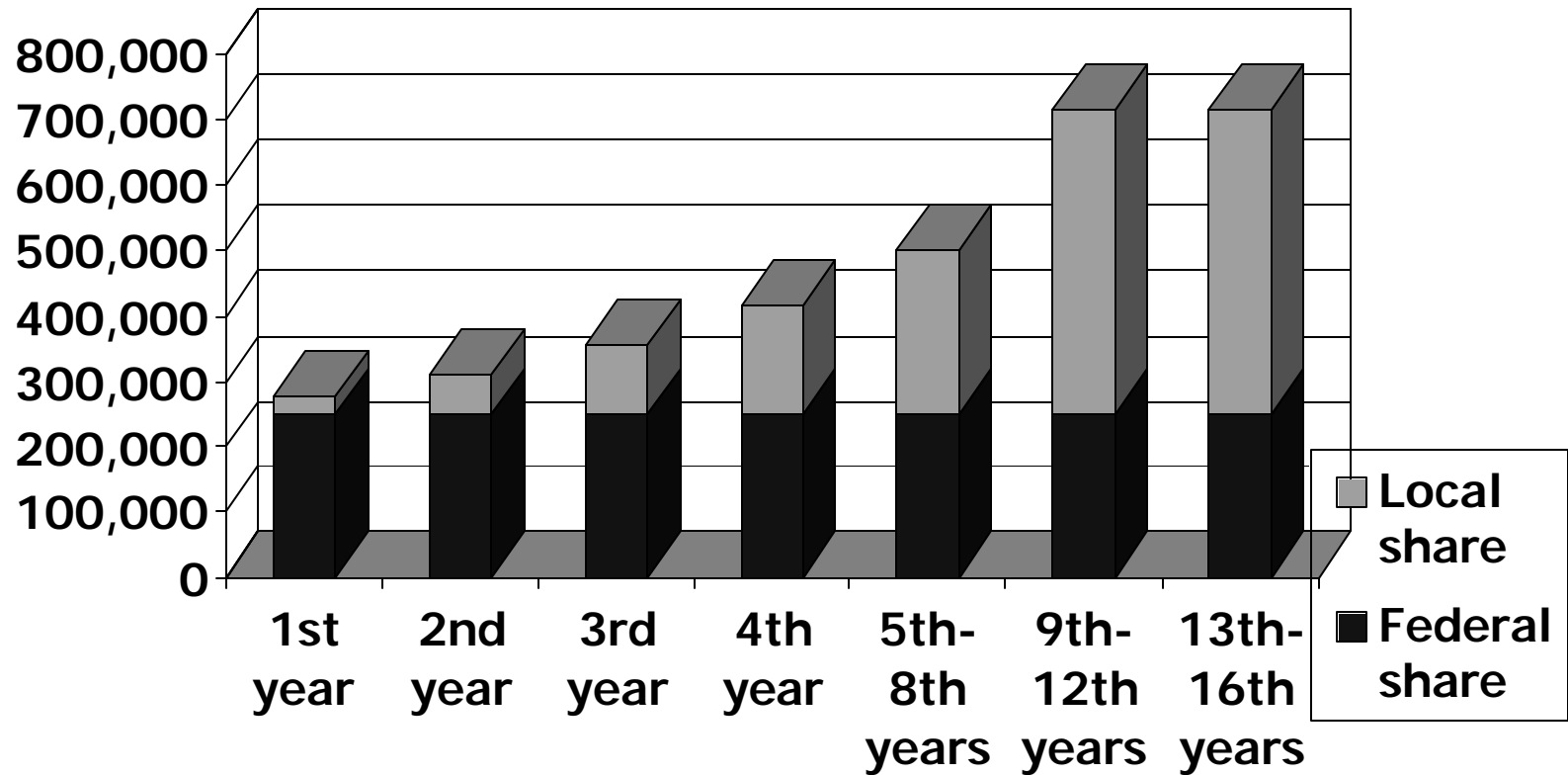
- Specific items to be addressed are in the law
- Items are in the “highly recommended” section of the rubrics



# Consider increasing local contribution




# Consider increasing local contribution






# Review Team

- Early childhood professional
  - Adult education professional
  - One with expertise in family literacy programs
  - And may include:
    - Parent-child educational organization rep
    - Community-based literacy organization rep
    - Local school board member
    - Business-industry representative
    - Person involved in previous implementation
- 






# Timeline

- Application due March 22, 2004
  - Reviewers receive applications March 29
  - First review session, April 14, 2004
  - Second review session, May 3, 2004
  - Recommendations to Superintendent by May 10, 2004
  - Letters to all by June 1, 2004
  - Fiscal year July 1, 2004 to June 30, 2005
- 




# Developing the Application

## Total Points Possible, 200

- Application cover sheet
  - Assurances
  - Primary partner
  - Abstract, **5 points**
    - Clear
    - Succinct
    - Each category covered
    - Number of families
    - One page only
    - Write this last
- 




# Narrative Proposal— **175 points**


- 80 pages addressing four key areas
    - Need
    - Collaboration
    - Proposed project model/likelihood of success
    - Promise as a model/evaluation
  - Attachments of relevant support documents will be considered
- 



# Need for the project


## Points Possible, 10 Plus 20 + 10

- Demographics of the area
  - Target population
  - What's already happening (and not happening)
  - **20 Priority Points for:**
    - Empowerment
    - Renaissance
    - Enterprise**OR**
    - High levels of need
  - **10 Priority Points for:**
    - Schools identified for improvement
- 



# Coordination, Cooperation and Collaboration


## **35 Points Possible**

- **Survey of providers**
  - **Agreements**
    - **At least six attached**
  - **Other cooperative efforts described**
    - **Transition activities**
  - **Building on services**
- 




# Proposed Project Model/ Likelihood of Success

## Points Possible, 45 Plus 15 + 25

- Research base
  - How will the Model be implemented?
    - **Center base**
    - **Home base**
    - **Hybrid**
    - **Mixed**
    - **3 year age range service**
  - **Prior success**
  - Plan of operation; technique to serve those most in need
  - Continuity of services
- 




# Proposed Project Model/ Likelihood of Success, cont'd

- Objectives and strategies for successful project; **state outcomes**
  - Activities, services, timeline
  - Personnel, staff training
  - Administration plan
  - Additional **10** points if application is scored in the “highly” category for past success and has at **least 40** points for the rubric
  - Additional **25** points if applicant successfully implemented for 4, 8, or 12 years
- 



# Promise as a Model/Evaluation

## **15 Points Possible**


- Preliminary evaluation plan
  - Success measures
  - Willingness to serve as model
- 






# Budget

## 3 parts, 20 Points Possible

- **Summary page, 5 points**
    - Accurate, signed
  - **Detail, 10 points**
    - Shows expenditures & what they support; local contribution and its sources
  - **Narrative, 5 points**
    - Discusses sources of local contribution, any anomalies in the budget
  - **Public School Accounting Manual Appendix of Definitions**
    - [http://www.michigan.gov/documents/appendix\\_33974\\_7.pdf](http://www.michigan.gov/documents/appendix_33974_7.pdf)
- 



# Other factors considered

- Duplication of effort
  - Duplication of funding
  - Geographical distribution
  - Evidence that an applicant has performed satisfactorily on previous projects
  - Legislative priorities
    - Balance of urban & rural
- 



# Clamp, Staple or Bind

Prepare in the order of the checklist  
found on page 27

Original and Four Copies



# **Thank You and Good Luck!**

**Reneé De Mars-Johnson**

**517.373.8483**

**517.241.0162 direct**

**517.335.0592 fax**

**[demars-johnsonr@michigan.gov](mailto:demars-johnsonr@michigan.gov)**

**Judy Levine**

**517.373.8483**

**517.373.8664 direct**

**517.335.0592 fax**

**[levinejd@michigan.gov](mailto:levinejd@michigan.gov)**

**Cheryl Hall**

**517.373.8483**

**517.241.4766 direct**

**517.335.0592 fax**

**[hallcheryl@michigan.gov](mailto:hallcheryl@michigan.gov)**

